

R E P O R T R E S U M E S

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UD 005 261

PROGRAM ON PROBLEMS OF SCHOOL DESEGREGATION. FINAL TECHNICAL REPORT.

BY- HOLTON, BETTY GENE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON

PUB DATE 31 OCT 67

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THE STAFF OF THE DISTRICT OF COLUMBIA SCHOOL DESEGREGATION PROGRAM, FUNDED UNDER TITLE IV OF THE 1964 CIVIL RIGHTS ACT, DEVELOPED AN INSERVICE TRAINING SERIES FOR TEACHERS AND ADMINISTRATORS. THE 14 3-HOUR TRAINING SESSIONS CONSISTED OF TALKS BY INVITED EDUCATIONAL CONSULTANTS, SMALL GROUP SESSIONS, AND A GENERAL ASSEMBLY PERIOD. AFTER THE SERIES THE PROGRAM PARTICIPANTS, WHO HAD ALSO RECEIVED LEADERSHIP TRAINING, WERE EXPECTED TO INITIATE SOME TYPE OF INSERVICE TRAINING FOLLOWUP ACTIVITY RELEVANT TO THE SPECIAL PROBLEMS ENGENDERED BY SCHOOL SEGREGATION AND DESEGREGATION. AN EVALUATION TEAM CONDUCTED A CONTINUOUS SURVEY EVALUATION OF THE PROGRAM AND ITS PARTICIPANTS. IN GENERAL, THE FIRST YEAR'S PARTICIPANTS REPORTED THAT THEY HAD BENEFITED FROM THE PROGRAM, AND THERE WAS "CONSIDERABLE EVIDENCE" THAT THEY WOULD FUNCTION AS RESOURCE PERSONNEL DURING THE REORGANIZATION OF THE SCHOOL SYSTEM. OTHER ACTIVITIES CONDUCTED BY THE SCHOOL DESEGREGATION PROGRAM INCLUDED INVESTIGATIONS OF INCIDENTS IN THE PUBLIC SCHOOLS INVOLVING RACIAL CONFLICT, AND PLANNING FOR THE RACIAL INTEGRATION OF PUBLIC SCHOOL FACULTY AND STUDENTS. (LB)

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UD 005 261

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
PROGRAM ON PROBLEMS OF SCHOOL DESEGREGATION

by

Betty Gene Holton,
Assistant Director

GRANT NUMBER OEG - 2-6-000071-1101

P.L. 88-352, TITLE IV, SECTION 405

THE CIVIL RIGHTS ACT OF 1964

Final Technical Report

Morton J. Sobel, Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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from the

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

OCTOBER 31, 1967

FINAL TECHNICAL REPORT

The District of Columbia School Desegregation Program staff developed and administered an In-Service Training Series for teachers and administrators in the Public Schools. The participants were selected from three populations.

The first group, composed of 75 administrative and supervisory personnel, included building principals, assistant principals, counselors, assistant superintendents, supervising directors, assistant directors, educational specialists, etc.

The second group of teams of teachers and administrators was from two selected racially integrated areas of the city. The teams consisted of from three to seven persons each, including at least one administrator and at least one counselor, when there were counselors on the school staffs. One of the two areas had once been all white and still had a number of white families living there. A community organization and a variety of special efforts on the part of school personnel were directed toward maintaining a racially integrated community. The other area was one which had been predominantly Negro for some time, but which, through private housing rehabilitation efforts, has been attracting white families to the community. Twenty-nine teachers and administrators and three parents, as observers and resource persons, comprised the first group, while twenty-eight came from the second area.

The third population was composed of almost the entire faculty of a newly opened school in the southeastern part of the city. It is located in a disadvantaged area and had been receiving a considerable amount of somewhat unfavorable publicity, as had the rest of the surrounding community. This group included thirty-seven staff members, including the two school secretaries.

It should be noted that, at their own request, six school nurses and one doctor also attended the Series. They were divided among the varied populations according to the section of the city in which they worked.

Participants received a stipend of \$75.00 or \$150.00, depending on their salary class and working hours.

The chief goal of the In-Service Training Series was to assist the selected group of administrators, supervisors and teachers to cope with the special educational problems occasioned by school desegregation, de facto racial segregation and resegregation. The program also aimed at changing images stemming from race, class, nationality, or religious prejudice. Further, it had the objective of establishing principles and developing strategies for coping with problems which exist in District schools, and provided methods and techniques which could be used to identify specific problems and also be helpful as problem-solving techniques.

The Series consisted of fourteen three-hour sessions convened each Monday afternoon at ~~3:40 p.m.~~ during the spring of 1967. The third weekend in May was devoted to a conference or retreat, which commenced on a Friday evening and was concluded on the following Sunday afternoon at the National 4-H Conference Center just outside of the city in Chevy Chase, Maryland. The final segment of the program consisted of evaluation and follow-up activities.

All participants were committed to conducting some type of follow-up activity, generally of an in-service education nature. Thus, the participants also received some leadership training, as well as training in the designated foci of the Series--special educational problems occasioned by desegregation, de facto segregation, resegregation, and related areas.

Each member of the professional staff had a primary responsibility to serve as a liaison person to one of the groups in the overall program, including giving assistance in the In-Service Training Series and other follow-up activities.

A team of evaluation personnel from the University of Maryland and Morgan State College conducted an ongoing survey of the program, the participants, etc. Dr. Jean Grambs, Associate Professor of Education at the University, headed this team. The three other members were Mrs. Juel Janis, the chief investigator, and Dr. Iola Smith and Mrs. Barbara Glancy of Morgan State College, Baltimore, Maryland.

The three-hour sessions tended to be divided into three major segments. Roughly, the first hour was devoted to instructional sessions with the invited consultant(s) making the presentation(s) and responding to questions from the total group. The second hour was devoted to working in small groups. These were organized along job lines and on a geographical basis. Thus, all of the building principals were in one group, all of the faculty from the newly opened school were in two sub-groups, and so on. During this time segment, the consultant circulated among the small working groups. The final hour was again devoted to a general assembly period, with small groups and group reporters raising additional questions and conversing with the consultant.

This general format was changed on one or two occasions as the need arose. For example, when some principals had to attend a later function, the question and answer period following the presentation was lengthened and the session concluded with the small work groups. In another instance, when there was a large number of panel members, the time allotted for initial presentations was lengthened.

PERMANENT STAFF

The primary responsibility for conducting the program rested in the hands of the four persons comprising the School Desegregation Program staff:

Dr. Morton J. Sobel, Director and an expert in the field of human relations, has an extensive background in education, desegregation and related areas. He has experience in both school systems and intergroup relations agencies.

Miss Betty G. Holton, Assistant Director, has experience in teaching and counseling in Comprehensive and Vocational High Schools in the District of Columbia and in community organizational work.

Mr. John W. Haywood, Jr., Project Coordinator and former teacher in the Baltimore, Maryland, and Washington, D. C., Public Schools, has been extensively involved in community affairs.

Mrs. Grace Raifman, Project Coordinator, taught in public schools in Harlem in New York City, and in Montgomery County, Maryland, where she was involved in team teaching activities.

Each member of the staff served as a consultant to one of the geographically selected teams, the new school team, or the administrators and supervisors. Each was knowledgeable about the topics selected, related materials for distribution, and consultants for major presentations. Each also made sizeable contributions to the development and coordination of the Series. In these areas of work, all shared their own experiences, manifested a keen interest in the program, and showed skill in working with small groups and individuals.

CONSULTANTS

Nationally-known specialists, from the District of Columbia and other areas of the nation, served as consultants for the Series. Dr. Peter I. Rose and Dr. Herman Long served as special consultants for the weekend retreat. All consultants were competent in discussing their areas of specialization. The participating consultants and their subject areas were:

- | | | |
|-------------------------------|---|--|
| 1. Mr. Richards Banks | Assistant Principal,
Gordon Junior High School | "School Resources" |
| 2. Mr. Herbert A. Boyd | Principal, Logan
Elementary School | "School Resources" |
| 3. Mr. Charles L. Campbell | Associate Professor of English
D.C. Teachers College | "Contributions of the
Negro in Literature" |
| 4. Mr. Charles E. Carter | Principal, Bundy
Elementary School | "School Resources" |
| 5. Mr. Oscar Cohen | National Program Director,
Anti-Defamation League | "Techniques, Experiences
and Training in Desegre-
gation" |
| 6. Mr. Brant Coopersmith | Executive Director, Washington
Chapter, American Jewish Committee | "Community Relations
Agency Resources" |
| 7. Inspector Vernon Culpepper | Head, Human Relations Divi-
sion, Metropolitan Police Dept. | "Community Relations
Agency Resources" |
| 8. Mrs. Aileen H. Davis | Assistant Superintendent,
Pupil Personnel Services | "Resources, Services and
Projects in the D. C.
Public Schools" |
| 9. Mrs. Harriet DeMond | President, D. C. Education
Association | "Community Relations
Agency Resources" |
| 10. Dr. Robert S. Dentler | Director, Center of Urban
Education, New York | "Education for the Disad-
vantaged Child in the
Inner City" |
| 11. Mrs. D. T. Elmore | Teacher, Lenox
Elementary School | "School Resources" |
| 12. Mr. Samuel Etheridge | Associate Secretary for Human
and Civil Rights of Educators,
National Education Association | "Techniques, Experiences
and Training in Desegre-
gation" |

- | | | |
|----------------------------|--|--|
| 13. Miss Jean Fairfax | Educational Specialist, NAACP, Educational and Legal Defense Fund | "Techniques, Experiences and Training in Desegregation" |
| 14. Mr. John M. Fletcher | Executive Assistant to the Deputy Superintendent, D. C. Public Schools | "Orientation" |
| 15. Dr. Isaac Franck | Executive Vice President, Jewish Community Council | "Community Relations Agency Resources" |
| 16. Mr. Elio Gasparetti | Teacher, Social Studies, Chamberlain Voc. High School | "Contributions of the Negro in History" |
| 17. Miss Ann Goullaud | Program Specialist, U. S. Office of Education | "Orientation" |
| 18. Dr. Joe Hall | Superintendent, Dade County, Miami, Florida | "Techniques, Experiences and Training in Desegregation" |
| 19. Dr. Carl F. Hansen | Superintendent, D. C. Public Schools | "Education and Desegregation" |
| 20. Mrs. A. M. Harper | Counselor, Mott Elementary School | "School Resources" |
| 21. Mrs. Ruth Bates Harris | Executive Director, Commissioners' Council on Human Relations | "Community Relations Agency Resources" |
| 22. Mr. William Maskins | Deputy Director, Washington Bureau, National Urban League | "Community Relations Agency Resources" |
| 23. Mr. Benjamin J. Henley | Assistant Superintendent, Urban Service Corps, D. C. Public Schools | "Resources, Services and Projects in the D. C. Public Schools" |
| 24. Mrs. Vera Hill | Teacher, Whittier Elementary School | "School Resources" |
| 25. Mr. Harold Howe II | U.S. Commissioner of Education | "Education and Desegregation" |
| 26. Sgt. Burton W. Johnson | Fire Prevention Division, Metropolitan Fire Department | "Community Relations Agency Resources" |
| 27. Mrs. Elaine W. Johnson | Deputy Director, Educational Resources Center, D. C. Public Schools | "Contributions of the Negro in Art" |
| 28. Dr. Theron A. Johnson | Assistant to the Assistant Commissioner, U. S. Office of Education | "Education and Desegregation" |

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|------------------------------|--|---|
| 29. Mr. Robert Kelly | Deputy Superintendent,
Hartford, Connecticut | "Techniques, Experiences
and Training in Desegre-
gation" |
| 30. Mr. Louis H. Kornhauser | Director, Language Arts
Program, D. C. Public Schools | "Resources, Services and
Projects in the D. C.
Public Schools" |
| 31. Dr. John Letson | Superintendent,
Atlanta, Georgia | "Techniques, Experiences
and Training in Desegre-
gation" |
| 32. Mr. Irving M. Levine | Director, Department of Educa-
tion and Urban Programs,
American Jewish Committee | "Techniques, Experiences
and Training in Desegre-
gation" |
| 33. Dr. Herman H. Long | President, Talladega College,
Talladega, Alabama | "The Role of the School
in Promoting Intergroup
Relations" |
| 34. Dr. Nicholas Long | Director, Hillcrest Children's
Center, Washington, D. C. | "Human Growth and Develo-
pment" |
| 35. Dr. Raymond W. Mack | Chairman, Department of Soci-
ology, Northwestern University,
Evanston, Illinois | "Prejudice and Discrimi-
nation" |
| 36. Mr. Thomas McManus | Director, Educational Resources
Center, D. C. Public Schools | "Resources, Services and
Projects in the D. C.
Public Schools" |
| 37. Dr. Doris McGinty | Professor, Department of Fine
Arts, Howard University | "Contributions of the
Negro in Music" |
| 38. Atty. H. Carl Moultrie | President, Washington Branch,
National Association for the
Advancement of Colored People | "Community Relations
Agency Resources" |
| 39. Dr. Robert L. Poindexter | Deputy Superintendent,
Philadelphia, Pennsylvania | "Techniques, Experiences
and Training in Desegre-
gation" |
| 40. Mrs. F. J. Radcliffe | Principal, Peabody
Elementary School | "School Resources" |
| 41. Mrs. Rose D. Risikoff | Bank Street College of Educa-
tion, New York, New York | "Education for the Disad-
vantaged Child in the
Inner City" |
| 42. Dr. Peter I. Rose | Chairman, Department of Soci-
ology, Smith College
Northhampton, Massachusetts | "Significant Implications
in Current Events for
Racially Integrated
Education" |

- | | | |
|-----------------------------|---|---|
| 43. Mr. David Rusk | Program Director,
Washington Urban League | "Community Relations
Agency Resources" |
| 44. Mr. David S. Seeley | Assistant Commissioner for
Equal Educational Opportuni-
ties, U. S. Office of Education | "Education and Desegre-
gation" |
| 45. Miss June Shagaloff | Educational Specialist,
National Association for the
Advancement of Colored People | "Techniques, Experiences
and Training in Desegre-
gation" |
| 46. Mr. Jason L. Silverman | Regional Director, ADL
D. C., Maryland Regional Office | "Community Relations
Agency Resources" |
| 47. Mr. William Simons | President, Washington
Teachers' Union | "Community Relations
Agency Resources" |
| 48. Mr. Joshua L. Smith | Assistant to the Superinten-
dent, Pittsburgh, Pennsylvania | "Techniques, Experiences
and Training in Desegre-
gation" |
| 49. Dr. Morton J. Sobel | Director, School Desegregation
Program, D. C. Public Schools | "Demonstration of Group
Participation Techniques" |
| 50. Dr. Thurman W. Stanback | Chairman, Division of Human-
ities, Bethune-Cookman College,
Daytona Beach, Florida | "Contributions of the Ne-
gro in Art, Music, Drama,
Literature and History" |
| 51. Dr. Donald Sullivan | Executive Director, National
Conference of Christians and
Jews | "Community Relations
Agency Resources" |
| 52. Dr. Daniel Thompson | Chairman, Department of Soci-
ology, Dillard University,
New Orleans, Louisiana | "Social Class and Social
Stratification" |
| 53. Dr. Rachel Weddington | Department of Education
Queens College, New York | "Self-Image; Self-Concept;
Levels of Aspirations" |

Many opportunities were given to participants to converse with the consultants and the School Desegregation Program staff. Staff members and guest consultants reported several confrontations which enabled them to help participants to understand the dimensions of school desegregation problems.

RESULTS

The impact which the School Desegregation Program's In-Service Training Program had on the entire school system will not be fully felt until the second phase of the Series has been completed. This involves the In-Service Training Programs which the participants will be conducting in their own schools or areas. Planning for these sessions has already begun, with the School Desegregation Program staff serving in an advisory capacity.

It must be noted here, however, that in view of Judge J. Skelly Wright's decision in the Hobson vs. Hansen case, there is considerable evidence that the first year's participants are serving and will serve the school system as resource persons in the school reorganization process. These persons are, because of the Series, better equipped to understand the children they teach, more knowledgeable about children of other races, ethnic groups and social classes, more accepting toward attitudinal change than many others who have not been exposed to the Series. They also have a substantial reservoir of methods, skills and techniques for handling school desegregation problems.

During the Series, many persons indicated that they were seeing children in a different light and/or seeing their responsibilities as educators to work out solutions for various desegregation problems. Several participants stated that they learned of community resources which they did not know were readily available to help school personnel in working on school-related problems.

The participating staff from the McGogney School instituted a bulletin board project to post pictures of Negroes who had made outstanding contributions to America to give Negro children images with which to identify and which would inform white children of the accomplishments of persons of this minority group.

Teachers also began, during the Series, to read numerous books, such as The Teacher and Integration, by Gertrude Noar, which they felt would be helpful.

The Evaluation Team administered several data-collecting instruments designed to help them evaluate the Series. Among the instruments administered were pre-test and post-test opinionnaires, pre-test and post-test social distance scales, questionnaire to consultants, post-meeting reaction sheets (administered at the end of every third session), and a final evaluation questionnaire. The results were tabulated and reported to the Program staff in a Final Report, Parts I and II, in August and September, 1967.

The School Desegregation Program staff received many spontaneous comments and letters of commendation testifying to the fact that the Series had been helpful to the respondents. Several of these referred directly to the experience of the weekend retreat.

OTHER ACTIVITIES

In addition to the In-Service Training Program described above, the services of the Program staff were utilized by the Superintendent, Dr. Carl F. Hansen, to investigate several school conflicts in which race was a factor. One much-publicized situation existed at an all-Negro junior high school where a young white teacher criticized the administration, through mass media of communication, for restraining her from circulating a student paper and using recordings and books about Negroes in the classroom.

Another principal reported that a white elementary school teacher had been stoned by Negro children who made racial slurs at her. At another elementary school, West of Rock Creek Park, to which Negroes were being bussed to relieve overcrowded conditions at the home school, the principal was being pressured by parents of children who live in the area to get rid of a Negro teacher who was

transferred to the school when the bussing began.

At a fourth school, a nurse resigned, charging in her resignation statement that, because she is part American Indian, she had been the victim of prejudicial treatment extended to all other non-Caucasian employees of the medical unit.

After the data-gathering process, the staff teams evaluated the facts and in one instance simply reported these findings to the Superintendent. In the other three situations, recommendations were made, as well.

At the request of the Superintendent, the School Desegregation Program staff devised the procedures and timetable for Parent Advisory Council elections for each school in the District of Columbia. These Councils were to have begun operation in September of the 1967-68 school year. Because of the change in Superintendent, these Councils have not been widely established.

At the request of the Acting Superintendent, the School Desegregation Program Director and, on a few occasions, the Assistant Director, participated in the planning for the integration of faculty and students, in accordance with Judge Wright's decision. These activities included attendance at Board of Education meetings, participation on city-wide committees and conferences with the Acting Superintendent regarding the short- and long-range participation of the Program staff in the changes, as they occur.

APPENDIX A

PROGRAM DESCRIPTION

(Distributed to all participants and interested parties)

Public Schools of the District of Columbia
SCHOOL DESEGREGATION PROGRAM
Twining Administration Annex No.8 Room 6
Third and N Streets, N. W.
Washington, D.C. 20001
202 - 629-4820

In-Service Training Series

on

Special Educational Problems Occasioned by Desegregation

Meeting at the

Roosevelt Senior High School
13th and Allison Streets, N. W.

on

Monday afternoons 3:30 - 6:30 P. M.
commencing February 13, 1967

Under a grant from the U. S. Office of Education under the Provisions of
Section 405, Title IV, of Public Law 88-352, The Civil Rights Act of 1964.

Dr. Carl F. Hansen
Superintendent

Mr. Benjamin J. Henley
Assistant Superintendent

Dr. Morton J. Sobel
Director

Project Coordinators:

Mr. John W. Haywood, Jr.
Miss Betty G. Holtcn
Mrs. Grace Raifman

Public Schools of the District of Columbia

SCHOOL DESEGREGATION PROGRAM

IN-SERVICE TRAINING SERIES

The U. S. Office of Education has made a grant to the Public Schools of Washington, D. C. under Section 405 of Title IV of the Civil Rights Act of 1964. The grant consists of two major sections. One provides for an In-Service Training Program for the personnel of the school system, including the employment of a director of the program, one other professional, one administrative aide and a clerical assistant. The other section provides for the employment of two advisory specialists to work cooperatively in the overall project. The \$85,000 granted is to cover the cost of the first segment of a three-year program.

The participants, who receive stipends of either \$75 or \$150 depending on their positions in the school system are selected from three populations. The first group is composed of 75 administrative and supervisory personnel including building principals, assistant principals, counselors, assistant superintendents, supervising directors, assistant directors, subject matter specialists, etc.

The second group includes teams of teachers and administrators in two selected and racially integrated areas of the city. The teams consist of three to seven persons each, including at least one administrator and at least one counselor, when there are counselors in the schools. One of the two areas was formerly an all white neighborhood and still has a number of white families living there. An excellent community organization and a variety of special efforts on the part of school personnel has been directed toward maintaining a racially integrated community. The other area is one which has been predominately Negro for some time and through private urban rehabilitation efforts has been attracting white families to move in. Twenty-nine teachers and administrators and three parents, as observers and resource persons, comprise the first group, while twenty-eight are in the second area.

The final population is composed of practically the entire faculty of a newly opened school in the southeastern part of the city. It is located in a disadvantaged area and has been receiving a considerable amount of publicity, as has the rest of the surrounding community. This group has 37 staff members, including the two school secretaries.

It should be noted that, at their own request, six school nurses and one doctor also attend the Series. For small group sessions, they are divided among the various populations according to the areas in which they work in the city. Three parents participate as observers.

The Series consist of fourteen three-hour sessions convened each Monday afternoon from 3:40 P.M. to 6:15 P.M. during the spring semester of 1967. One weekend in May is devoted to a conference or retreat which commences on a Friday evening and is concluded on Sunday afternoon at a center just outside of the city. The final segment of the program is devoted to six hours of sessions in the fall of 1967 for evaluation and follow-up activities. All participants are committed to conducting some type of follow-up activities, generally of an in-service training nature. Thus, the participants are also

receiving leadership training, as well as training in the designated focus of the Series - special educational problems occasioned by desegregation, de facto segregation, resegregation and related areas. Each member of the professional staff has a primary responsibility to serve as a liaison person to one of the populations in the overall program, including the provision of assistance in the In-Service Training Series and other follow-up activities.

A team of research and evaluation specialists from the University of Maryland and Morgan State College conduct ongoing evaluation activities of the program, the participants, etc. Dr. Jean Grambs, Associate Professor of Education at the University, heads this team.

The three hour sessions tend to be divided into three major segments. Roughly, the first hour is devoted to instructional sessions with the invited consultant(s) making a presentation and possibly responding to questions from the total group. The second hour is devoted to working in small groups. These are organized along job lines and on a geographical basis. Thus, all of the building principals are in one group, all of the faculty from the newly opened school are in one group (or two sub groups), and so on. During this time segment, the consultant circulates among the small working groups. The final hour is again devoted to a general assembly period, with small groups and group reporters raising additional questions and conversing with the consultant.

The format for these training seminars is flexible and often lends itself to innovations and variations. Thus, portions of the small group might be intermingled with a portion of another working group. In every instance, the small work groups are assigned to provide the opportunity for participants to apply their new learnings to their own real life situations. A general description of the program follows:

February 13, 1967 - Orientation

Greetings - Mr. John M. Fletcher
Executive Assistant to the
Deputy Superintendent

Miss Ann Goullaud
Program Specialist
U. S. Office of Education

Brainstorming Session on
Special Educational Problems
Occasioned by Desegregation

Sociodrama Demonstration
regarding philosophy,
approach and the overall
program - School Desegregation
Program Staff

February 20, 1967

"Education and Desegregation"

Chairman - Dr. Carl F. Hansen
Superintendent of Schools

Consultants: Mr. Harold Howe, II
U. S. Commissioner of
Education

In-Service Training (cont'd)

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February 20, 1967 (cont'd)

Mr. David S. Seeley
Assistant Commissioner for
Equal Educational
Opportunities

Dr. Theron A. Johnson
Assistant to the Assistant
Commissioner

February 27, 1967

"Prejudice and Discrimination"

Consultant: **Dr. Raymond W. Mack**
Department of Sociology
Northwestern University
Evanston, Illinois

March 6, 1967

**"Social Class and Social
Stratification"**

Consultant: **Dr. Daniel Thompson**
Dillard University
New Orleans, Louisiana

March 13, 1967

"Human Growth and Development"

Consultant: **Dr. Nicholas Long**
Director, Hillcrest
Children's Center
Washington, D. C.

March 20, 1967

**"Self-Image; Self-Concept;
Levels of Aspirations"**

Consultant: **Dr. Rachel Weddington**
Department of Education
Queens College
New York, New York

April 3, 1967

**"Contributions of the Negro
in Art, Music, Drama,
Literature and History"**

Consultant: **Dr. Thurman W. Stanback**
Chairman, Division of
Humanities
Bethune-Cookman College

Panelists: **Mrs. Elaine W. Johnson**
Educational Resources
Center
D. C. Public Schools

Mr. Elio Gasparetti
Department of Social
Studies
Chamberlain Vocational
High School

Dr. Doris McGinty
Howard University
Department of Fine Arts

April 3, 1967 (cont'd)

Panelists: Mr. Charles L. Campbell
Associate Professor
of English
D. C. Teachers College

April 11, 1967 (Tuesday)

**"Techniques, Experiences
and Training in Desegregation"**

School Superintendents

Mr. Robert Kelly
Deputy Superintendent
Hartford, Connecticut

Dr. Joe Hall
Superintendent
Dade County (Miami), Fla.

Dr. John Letscn
Superintendent
Atlanta, Georgia

Mr. Joshua L. Smith
Assistant
to the Superintendent
Pittsburgh, Pennsylvania

Dr. Robert L. Poindexter
Deputy Superintendent
Philadelphia, Pennsylvania

**National Community Relations Agencies
Personnel**

Mr. Oscar Cohen
National Program Director
Anti-Defamation League

Dr. Samuel Etheridge
Associate Secretary
for Human and Civil
Rights of Educators, NEA

Mr. Irving M. Levine
Director
Department of Education
& Urban Programs
American Jewish Committee

Miss June Shagaloff
Educational Specialist
NAACP

Miss Jean Fairfax
Educational Specialist
NAACP, Educational &
Legal Defense Fund

Mr. William Haskins
Deputy Director
Washington Bureau
National Urban League

April 17, 1967

"Demonstrations of Group Participation Techniques"

Sociodrama

What would you do?

Rumor Clinic

April 24, 1967

Community Relations Agency Resources Consultants: Mrs. Harriet DeMond
President, D.C. Education Association

Inspector Vernon Culpepper
Head, Human Relations Division
Metropolitan Police Dept.

Sgt. Burton W. Johnson
Fire Prevention Division
Metropolitan Fire Dept.

Mrs. Ruth Bates Harris
Executive Director
Commissioner's Council on Human Relations

Atty. H. Carl Moultrie
President, Washington Branch,
National Association for the Advancement of Colored People

Mr. David Rusk
Program Director
Washington Urban League

Mr. William Simons
President, Washington Teachers' Union

Dr. Donald Sullivan
Executive Director
National Conference of Christians and Jews

In-Service Training (cont'd)

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May 1, 1967

**Resources, Services and Projects
in the D.C. Public Schools**

Consultants: Mr. Brant Coopersmith
American Jewish Committee

Mr. Jason L. Silverman
Anti-Defamation League

Dr. Isaac Franck
Jewish Community Council

Mr. Benjamin J. Henley
Assistant Superintendent
Urban Service Corps

Mr. Louis H. Kornhouser
Director, Language Arts

Mrs. Aileen H. Davis
Assistant Superintendent
Pupil Personnel Services

Mr. Tom McManus, Director
D.C. Educational Resources
Center

May 8, 1967

**"Education for the Disadvantaged
Child in the Inner City"**

Consultants: Dr. Robert A. Dentler
Director
Center of Urban Education
New York

Mrs. Rose D. Risikoff
Bank Street College of
Education - New York

May 15, 1967

General discussion of "what's going
on" in individual schools through-
out the city

Small work groups preparing skits
for weekend retreat

Mr. Richard Banks - Gordon Jr. High
Mr. Herbert A. Boyd - Logan School
Mr. Charles E. Carter - Bundy School
Mrs. D. T. Elmore - Lenox School
Mrs. A. M. Harper - Mott School
Mrs. Vera Hill - Whittier School
Mrs. F. J. Radcliffe - Peabody

May 19 - 21, 1967

(Weekend Retreat - See schedule)

Consultants:

Dr. Peter I. Rose
Department of Sociology
Smith College
Northampton, Massachusetts

Dr. Herman Long
President
Talladega College
Talladega, Alabama

May 22, 1967

Evaluation

Evaluation

Series Participants

Fall evaluation and follow-up

(To be planned jointly by
participants and staff)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SCHOOL DESEGREGATION PROGRAM
Twining School

WEEKEND RETREAT

4-H Conference Center
7100 Connecticut Avenue, N.W.
Chevy Chase, Maryland

FRIDAY, MAY 19, 1967

- 7:00 p.m. - Dinner
- 8:00 p.m. - Dr. Herman H. Long
- 9:00 p.m. - Social Hour

SATURDAY, MAY 20, 1967

- 8:00 a.m. - Breakfast
- 9:00 a.m. - Random Small Work Groups
- 11:00 a.m. - Free Period
- 12:15 p.m. - Luncheon - Dr. Peter I. Rose
- 1:15 p.m. - Random Small Work Groups
- 3:15 p.m. - Skits--highlighting small group interests
- 4:45 p.m. - Free Period
- 7:00 p.m. - Dinner
- 8:00 p.m. - Panel of participants --
(Plans for fall activities)
- 9:00 p.m. - Film Clinic - Social Hour

SUNDAY, MAY 21, 1967

- 8:00 a.m. - Breakfast
- 9:00 a.m. - Religious services at nearby institutions
- 9:00 a.m. - Discussion of interreligious relationships, semitism, ecumenism, Separation of Church and State, the role of Religious Institutions in Race Relations, etc.: Dr. Long, Dr. Rose, School Desegregation Program Staff
- 11:00 a.m. - Free Period
- 12:15 p.m. - Lunch
- 1:15 p.m. - Adjournment

Morton J. Sobel, Director
School Desegregation Program